



CAL POLY
Academic Senate

Meeting of the Academic Senate Executive Committee

Thursday, May 9, 2019

47-37C 11:00 am to 12:00 pm

I. **Discussion Item(s):**

- A. **Statewide Senate GE Task Force:** Dustin Stegner, Academic Senate Chair (pp. 2-11)
- B. **Campus Advisory Council Membership:** Dustin Stegner, Academic Senate Chair (p. 12)

II. **Adjournment:**



Sonoma State University Academic Senate

REGARDING ACADEMIC SENATE CSU (ASCSU) GENERAL EDUCATION (GE) TASK FORCE REPORT

RESOLVED: That the SSU Academic Senate affirm that any changes in systemwide requirements for General Education in the CSU must be faculty driven, developed with full and broad consultation among the ASCSU and campus senates, and result from systemwide and campus shared governance processes that respect the role of faculty in the development and modification of curriculum as guaranteed by the Higher Education Employer-Employees Act (HEERA); and be it further

RESOLVED: That the SSU Academic Senate express serious concern about the timing of the GE Task Force Report's release, coming only one year after EO1100R was issued by the Chancellor's Office without adequate consultation with the ASCSU or campus senates; and be it further

RESOLVED: That the Sonoma State University (SSU) Academic Senate recommend that the Academic Senate of the California State University (ASCSU) acknowledge receipt of the ASCSU General Education Task Force Report and thank the General Education Task Force for their work; and be it further

RESOLVED: That the SSU Academic Senate recommend that the ASCSU take no further action on the report (including referral to committees); and be it further

RESOLVED: That the SSU Academic Senate urge the Board of Trustees to impose at a moratorium on consideration of changes to systemwide GE requirements until five years after the final implementation of EO 1100R; and be it further

RESOLVED: That this resolution be distributed to the Academic Senate CSU, CSU campus Academic Senates, the Board of Trustees, Chancellor Timothy White and Executive Vice Chancellor Academic and Student Affairs Loren Blanchard.

Approved by the Senate May 2, 2019

REGARDING ACADEMIC SENATE CSU (ASCSU) GENERAL EDUCATION (GE) TASK FORCE REPORT

Sonoma State University Academic Senate

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RESOLVED: That the SSU Academic Senate urge the Board of Trustees to impose a moratorium on consideration of changes to systemwide GE requirements until five years after the final implementation of EO 1100R; and be it further

RESOLVED: That this resolution be distributed to the Academic Senate CSU, CSU campus Academic Senates, the Board of Trustees, Chancellor Timothy White and Executive Vice Chancellor Academic and Student Affairs Loren Blanchard.

RATIONALE

The ASCSU General Education Task Force Report was issued on February 8, 2019 and recommends substantial changes to CSU GE requirements. The report was issued only one year after *General Education Breadth Requirements— Executive Order 1100 - Revised* was imposed by the Chancellor's Office without sufficient consultation with faculty and during a two-year review of the SSU GE program already underway by campus shared governance bodies. Proposed revisions to the SSU GE program resulting from that review are only now coming before the SSU Academic Senate for a vote. Those proposed revisions are compliant with EO1100R. Further changes to systemwide GE requirements arising out of the recommendations in the Task Force Report could mean another major review/potential revision of the SSU GE program within a short span of time.

In addition, the differences among prior, current and proposed GE requirements in the GE Task Force report are significant and substantial, with implications for the breadth and quality of education offered to students in the CSU. It's also likely that substantial changes in CSU GE requirements will impact other segments of public higher education in California, particularly through existing transfer patterns among the California Community Colleges (CCC), the CSU and the UC (IGETC, GE Breadth). We also note that the American Historical Association and eight campus senates have urged the ASCSU to reject the report based on concerns about process and content. For these reasons, a moratorium on changes to GE is appropriate to ensure that any changes to CSU GE requirements are faculty driven and result from systemwide and campus shared governance processes that respect the role of faculty in the development and modification of curriculum as guaranteed by the Higher Education Employer-Employees Act (HEERA), and the ASCSU/CSU joint Tenets of Shared Governance document.

EO1100R

<https://www.calstate.edu/eo/EO-1100-rev-8-23-17.html>

General Education Task Force Report

https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/Documents/reports/GE_Task_Force_Final_Report_2019.pdf

SDSU University Senate Resolution in Rejection of the Report of the California State University General Education Task Force (GETF)

WHEREAS General Education contributes to students' intellectual growth, prepares them to succeed in their major degree programs, develops transferable skills that contribute to career flexibility, and empowers them to discharge competently their civic obligations locally and at the state and national levels, and

WHEREAS implementation of the recommendations of the GETF would undermine the CSU's mission to provide undergraduates with a broadly based liberal arts education designed to do more than provide vocational training, and

WHEREAS the discussions and proceedings resulting in the recent report and recommendations of the GETF were conducted largely behind closed doors, and

WHEREAS the discussions of the GETF involved inadequate consultation with faculty in several disciplines whose expertise would have been relevant to its deliberations and whose programs are significantly impacted by the GETF recommendations, and

WHEREAS the GETF report follows quickly on the heels of the revised EO 1100, a change to General Education which itself prompted considerable concern that faculty authority on curricular matters had been abrogated,

BE IT RESOLVED That the San Diego State University University Senate (SDSU University Senate) rejects the GETF report as illegitimate, and as an infringement on both faculty curricular authority and the spirit of shared governance; and be it further

RESOLVED That the SDSU University Senate rejects the content of the recommendations presented by the GETF; and be it further

RESOLVED That the SDSU University Senate urges the ASCSU to constitute a new GETF and ensure both that its work adhere closely to the stated intents of AS 3271 and also that its work be done openly in the time honored tradition of genuine shared governance; and be it further

RESOLVED That the SDSU University Senate instructs the ASCSU to reject the GETF report in toto as an illegitimate and flawed document for the reasons outlined above; and be it further

RESOLVED That the SDSU University Senate calls for a moratorium on further changes to General Education and graduation requirements in the CSU made without shared governance representative of all stakeholders; and be it finally

RESOLVED That this resolution be distributed to the ASCSU and the Chancellor of the CSU.

RATIONALE:

This resolution is based on the following process considerations:

- The GETF issued only two updates on its proceedings in nearly two years of operation, leaving most CSU faculty unaware of the nature of its discussions and unclear on its timeline for completing its responsibilities.

- There is credible evidence suggesting that one or more members of the Board of Trustees, present at GETF meetings unofficially and out of a declared “interest” in its proceedings, unduly influenced its early deliberations.
- The GETF report was released suddenly and unexpectedly just as CSU faculty were beginning to raise serious questions about the process that produced it.
- Despite the GETF’s stated commitment to make its work “data driven wherever possible rather than assumption based,” [General Education Task Force (GETF), “Initial Update from the ASCSU General Education Task Force—March 2018” (March 2018), 4] its deliberations slighted available data, assessments, and IRB-approved student surveys and questionnaires about key GE courses. It is also based on the following concerns about the content of the GETF report
- Implementation of the Task Force’s recommendations would disproportionately reduce enrollments in smaller academic programs that make important contributions to GE and our academic community more generally. In particular, the recommendations of the GETF directly conflict with the recommendations of the Chancellor’s Ethnic Studies Task Force, which Chancellor White explicitly endorsed.
- The recommendation that existing American Institutions courses be replaced by one poorly defined three-unit course in American “Democracy,” which may include American and California government and History (p. 7), is indefensible at a time of national crisis when the need for an informed and engaged citizenry is as evident as ever. The claim that Title V (as reflected in EO 1061) does not require two-three unit courses is another “bad faith” argument that cannot stand scrutiny.

SENATE RESOLUTION REGARDING THE CSU GENERAL EDUCATION TASK FORCE (GETF) REPORT

WHEREAS, the mission of General Education at CSUSM articulates our value of and appreciation for the unity of knowledge, a commitment to the development of community, and the development of intellectual inquiry and creative self-expression; and

WHEREAS, the philosophy and implementation of General Education at CSUSM is consistent with the letter and intent of Title 5, California Code of Regulations, Section 40405, General Education-Breadth Requirements; Executive Order No. 1100 Revised, General Education-Breadth Requirements; and

WHEREAS, the faculty at CSUSM, in addition to our colleagues across the CSU system, continue to work passionately and tirelessly to assess, improve, and maintain the quality of our General Education curriculum so that the courses not only prepare students for their majors and future careers, but also equip them with the knowledge, skills, and disposition to be engaged and conscientious members of their community; and

WHEREAS, the ASCSU General Education Task Force (GETF) Report was issued on February 8th, 2019 and recommends substantial and comprehensive changes to GE within the CSU; and

WHEREAS, the GETF Report's rationale relies on the unsubstantiated claim that revisions to General Education will improve time to degree completion, persistence to graduation, higher costs of education, or the value of higher education; and

WHEREAS, the substantial changes recommended within the GETF Report may inhibit implementation of the Graduation Initiative 2025, and could critically delay and hamper student success initiatives currently underway at CSUSM; and

WHEREAS, many of the substantial changes recommended within the GETF Report are 1) Unsubstantiated by scholarly research or research within the CSU; 2) Not clearly defined and therefore challenging to discuss or implement; and, 3) Inconsistent with current executive orders, including EO 1100 Revised; and

WHEREAS, the GETF's meetings and discussions regarding the recommendations within the GETF Report were conducted largely without transparency; and

WHEREAS, the GETF Report involved inadequate consultation with both the ASCSU and faculty across the CSU system, as well as inadequate consultation with faculty in several key disciplines with expertise that would have been relevant to the Report, and whose programs are significantly impacted by the report; and

WHEREAS, the CSU Chancellor committed at the ASCSU March Plenary session to issuing no executive orders implementing any recommendations in the GETF Report until such recommendations are formally transmitted to him by the ASCSU; and

WHEREAS, faculty at campuses across the CSU system need sufficient time to discuss, assess, plan, and implement any revision to GE curriculum in order for GE to best serve our student population; therefore, be it

RESOLVED, that the Academic Senate of CSU San Marcos recommends that the ASCSU and the Chancellor's Office avoid using the GETF Report in making GE policy decisions, recommendations or plans on behalf of the CSU system; and be it further

RESOLVED, that the Academic Senate of CSU San Marcos calls for the ASCSU to move forward to gather empirical data about revising General Education and course-based barriers to graduation and retention with a deliberative and transparent process that includes: 1) Consultation and deliberation with all CSU campuses and/or all CSU Academic Senates, and, 2) Inclusion of research and pedagogical expertise from a variety of scholarly sources and disciplines who may be impacted by or have expertise in specific GE disciplines; and be it further

RESOLVED, that the Academic Senate of CSU San Marcos urges the ASCSU and the Chancellor's Office to provide an extended and strategic time-line for the revision, discussion, assessment, planning and implementation of any changes to the GE curriculum; and be it further

RESOLVED, that the Academic Senate of CSU San Marcos additionally urges the ASCSU and the Chancellor's Office to consider that any revision processes or implementation of changes in the GE curriculum be driven by the faculty of each individual campus, through the shared governance processes established by the Higher Education Employer-Employees Act of the State of California (HEERA), and the practices endorsed by the American Association of University Professionals (AAUP); and be it further

RESOLVED, that this resolution be distributed to members of the ASCSU, the Academic Senates of the CSU, the Office of the Chancellor, the Board of Trustees of the CSU, and the President of CSUSM.

Rationale:

The Statewide GE Taskforce articulates several guiding principles as integral to the process of reviewing and potentially revising GE curriculum across the CSU system. The CSUSM GEC recognizes these principles, and feels that current CSUSM GE curriculum and policies meet or exceed these principles in several ways.

1. *CSUSM has worked closely with the community colleges that "feed" into our university, so that our GE Courses do indeed provide coherence with curricula offered, and provide a clear pathway for students to transfer into CSUSM.*

2. *CSUSM has carefully crafted General Education Program Student Learning Outcomes (GEPSLOs) that are guided by the three goals of higher education, including "ways of knowing," fundamental skills, and enhancement of the dispositions of an engaged citizenry. These GEPSLOs are clear, concise, and written in a manner that is accessible to both faculty and students, as well as external stakeholders (such as community members, employers, and legislators).*
3. *The CSUSM GEC recognizes that assessment and review of GEC curriculum is essential in order to provide students with the best education while leading to students' ability to succeed in college and persist to degree completion. To that end, we will continue to evaluate potential "themes" and "pathways" that provide clearer links to majors and programs on campus. In addition, while recognizing our faculty's academic freedom, we will work to encourage faculty to continue to utilize high impact practices and pedagogical tools that enhance learning and retention in the GE curriculum.*

The Statewide GE Taskforce makes several recommendations for revising the CSU GE Curriculum, including: 1.) Cutting the total number of units offered through GE curriculum; 2.) Shifting the emphasis of GE curriculum to focus on "Essential Skills," "Disciplinary Perspectives," "Cross-cutting Values," and "Integrative Experiences;" 3.) Terminating the practice of "double counting;" and 4.) Limiting the number of upper division GE courses. These recommendations would impact our current GE curriculum in important ways, as addressed individually in the CSUSM GEC Response to the Statewide GE Taskforce Report document.

Furthermore, the CSUSM Academic Senate is concerned that the recommendations within the report do not align with all of the espoused principles of the Statewide GE Taskforce. In particular, we caution the ASCSU about a potential conflict between aligning persistence to graduation with cutting units of GE curriculum. We believe that providing a quality liberal arts education includes requiring a variety of "ways of knowing," fundamental skills, and dispositions. According the AACU's report [Liberal Education & America's Promise](#), "student success in college cannot be documented—as it usually is—only in terms of enrollment, persistence, and degree attainment." While cutting GE curriculum units may seem like an easy way to increase pathways to graduation, it does not align with either the AACU recommendations or the CSU's mission of providing a meaningful liberal arts education to all students.

In addition, the CSUSM Academic Senate is concerned that cutting GE units creates inequity between the education offered by the CSU and other higher education institutions, including the University of California system. Because the CSU is designed to "provide access to an excellent education to all who are prepared for and wish to participate in collegiate study" and "seeks out individuals with collegiate promise who face cultural, geographical, physical, educational, financial, or personal barriers" to advance "to the highest educational levels they can reach," we believe that cutting the GE curriculum is all the more problematic ([CSU Mission](#)). While we recognize the need to decrease time to graduation, we do not believe that creating a "second tier" educational system by means of cutting the quality of general education provided is an equitable way to address graduation and retention challenges.

In sum, the CSUSM GEC finds that our campus currently meets the overarching principles and goals of the Statewide Taskforce's Report, and strongly encourages the ASCSU to, as the Report puts it, "allow for appropriate campus autonomy with the system wide GE program to express the uniqueness and strengths of each campus without hampering student transfer" (p. 3). We believe that while reviewing General Education is a relevant activity for the CSU, the recommendations in this Statewide GE Taskforce Report will not serve the students of the CSU or of the CSUSM campus.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

CSUB Academic Senate / Rejection of the General Education Task Force Proposal
 RES 181912

RESOLVED: That the Academic Senate at CSU, Bakersfield, oppose implementation of the recommendations of the California State University General Education Task Force; and be it further,

RESOLVED: That the Academic Senate at CSU, Bakersfield, strongly recommend that the CSU Chancellor's Office and the Board of Trustees reject the recommendations of the California State University General Education Task Force.

RATIONALE: The CSU General Education Task Force (GETF) was initiated by the Academic Senate CSU (ASCSU), but had insufficient consultation with campus faculty and with CSU discipline councils as to whether the GETF "Recommendations for GE Review and Reform" were necessary or in the best interests of our students.

The GETF proposal states that GE requirements have not been updated in over 50 years, but it ignores how campus implementations are updated regularly by individual campuses to meet the needs of their students and were updated at CSU Bakersfield after a multi-year process of revision that concluded three years ago.

That while the GETF rationale cites "mounting concerns about the erosion of confidence in the value of higher education, higher costs of education borne increasingly by students, attenuated times to degree completion, and low persistence rates," the report gives no data showing how these "concerns" are tied to the current GE requirements, nor does it indicate how the new recommendations will solve any of these problems.

The proposed GETF vision makes further cuts to humanities, social sciences, lifelong learning and self-development, and other areas essential to a well-rounded education and civic engagement, which have high social value based on empirical studies; The replacement of six units of American Government and U.S. History

requirement with 3 units of an ambiguous “Democracy in the U.S.” course – which *may or may not* include California Government – is antithetical to educating an informed citizenry.

The recommendation to eliminate “double counting” of courses will make it nearly impossible for accredited programs to meet minimum accreditation requirements and the proposed general education requirements within 120 overall semester units.

Distribution List:

The President of California State University, Bakersfield
 The Interim Provost of California State University, Bakersfield
 The Deans of California State University, Bakersfield
 The Department Chairs of California State University, Bakersfield
 The Academic Senates of the twenty-three campuses
 The Chair of the Academic Senate of the California State University
 The Chancellor of the California State University
 The Board of Trustees of the California State University

Approved by the Senate April 25, 2019

Sent to the President May 3, 2019

California Polytechnic State University Campus Advisory Council to the President (CAC)

(Rev. 2017)

Introduction / Background

In order to be more transparent and enhance shared governance and our shared mission, President Armstrong and the leadership team, in consultation with the Academic Senate, ASI, CFA and the Labor Council, formed the Campus Advisory Council to the President for planning, process and budget. The Council will be asked to give their informed advice, make suggestions, and highlight issues and concerns from faculty, staff and students that the President will take into consideration as the university makes decisions on major principles, policies, issues and initiatives. Individual members of the Council are encouraged to submit questions and topics to the President's staff liaison in advance of the meeting.

Council Appointments

Each academic year the Campus Advisory Council (CAC) to the President will be appointed by the President. Most appointees serve for two years, with some one-year terms in the beginning to stagger terms. Those serving as a result of their position (ASI President, Senate Chair, etc.) will serve a one-year term (or for as long as they hold their position). A subset of the Council will be appointed by the President to serve on an Executive Committee.

Members include four representatives each for faculty (including lecturers), staff and students, as follows:

- ASI President (Executive Committee)
- ASI Chair of Board of Directors
- Two additional students nominated by the ASI President and appointed by the President
- Academic Senate Chair (Executive Committee)
- CFA President
- Two additional faculty members nominated by the Chair of the Academic Senate Executive Committee and appointed by the President
- Labor Council Representative
- Three additional staff members nominated by the deans and/or divisional vice presidents, and appointed by the President in consultation with the Labor Council Representative and Academic Senate Chair. (One staff member would serve on the Executive Committee.)

Senior members of the administration will attend meetings as deemed necessary. With Executive Committee approval, other faculty, staff and students may be invited to participate in specific council meetings based on the topic.

Meetings

It is anticipated that the Advisory Council will meet once per quarter and additionally as needed. The Executive Committee will be convened in advance of regularly scheduled council meetings and as necessary.

Executive Committee Responsibilities

Executive Committee members, one from each of the three constituent groups, will be appointed by the President. Members are encouraged to bring the unique perspectives, issues and concerns of faculty, staff and students to the President and his staff for discussion and agenda consideration.